

ABSTRACT

This descriptive-correlational study was conducted at Jamindan National High School during the first semester of school year 2023 – 2024.

The objective of the study was to determine the perception on remedial reading program and academic performance of remedial reading students of Jamindan National High School. More specifically, the study ascertained if selected variables like sex, grade level, and place of residence, parents' educational attainment, and parents' employment status significantly affect the perception on remedial reading program and academic performance of remedial reading students.

The respondents of the study were the randomly selected 28 students taken from 30 population of remedial readers.

Data were gathered using researchers-made survey questionnaire. Data were analysed using both the descriptive statistics, such as frequency count and percentages, means and standard deviation; and inferential statistics, such as, Kruskal-Wallis, T-test, Pearson's r , and Analysis of Variance (ANOVA) interpreted at 5 percent level of significance.

Results of the study revealed that majority of the respondents were male mostly were grade 7 and grade 8, most of the respondents parents were unemployed and attained high school level education.

Respondents positively perceived the remedial reading program and they had satisfactory level of academic performance.

Moreover, no significant differences existed in the level of perception of respondents on remedial reading program when grouped according to sex, grade level, and place of residence, parents' educational attainment, and parents' employment status. Lastly, there was no correlation

between the perception on remedial reading program and academic performance of remedial reading students.